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ABSTRACT

A project was undertaken to formulate a fast-track model for developing curriculum that recognizes the needs of special target groups in industrial arts programs in Florida middle schools. During the project, two groups of key teachers and supervisors from four districts within the state of Florida met in short brainstorming sessions to develop, revise, and validate a series of curriculum materials for inclusion in a guide to address the needs of disabled industrial arts students at the middle school level. Following state guidelines for writing staff development guides, a standardized content format was developed for the materials. Included in the guide were materials addressing the following program areas: orientation to American industries occupations, exploration of construction occupations, exploration of graphic-communications occupations, exploration of manufacturing occupations, and exploration of power and transportation occupations. The guides were disseminated at a conference for Florida industrial arts teachers and through the Florida State Department of Education office. Appended to this report are the fast-track curriculum model, a narrative describing the model, standardized cover designs, an examination of various types of special needs learners in industrial arts, and a program guide format. (MN)

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ED230687

Final Report

Project No. DVE 0-1D31

From April 1, 1980 to June 30, 1981

A Fast Track Model for
Developing Curriculum That
Recognized the Needs of Special
Target Groups for Industrial
Arts Middle Schools

Department of Industrial Education
College of Education
Florida A&M University
Tallahassee, Florida 32307

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The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

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1.0 Abstract

For the past several years curriculum writing, development of staff guides, etc. has taken place at an institution of higher learning within the framework of a 2-3 week workshop session. The decade of the 80's will require new direction and innovative change procedures.

With this in mind a fast-track curriculum model was developed using expertise of key supervisor - consultants and teachers within selected districts of the state for brainstorming efforts of 1-2 day duration to develop/revise the five staff development guides for middle school industrial arts to articulate with similar guides at the high school level and beyond.

Development of a complete staff guide containing curricular tasks, a time framework for teaching each program area, sample objectives, competencies, special needs student section, etc. will not only give direction for each district to develop their own staff guides, but will also encourage each teacher to plan in-depth and write comprehensive units of his own.

Recommendations

1. Other curricular areas, e.g., home economics should conduct fast-track writing/revision sessions in order to ascertain the effectiveness of this approach.
2. Utilization of practicing master teachers within their specific areas of specialization should increase the validity of the materials produced.
3. More time and energy devoted to task/equipment modification of the special needs student -- innovative approaches to meeting the needs of the handicapped and disadvantaged.
4. That the districts use these staff development guides as a model to development of their own guides. Furthermore, that teachers within the districts develop a comprehensive plan of their own from the state and district guides.
5. Continue to use and refine the fast-track system for development of curricular materials.

2.0 Introduction

For the past several years curriculum writing, development of staff guides, etc. for the industrial arts has been

accomplished through 2 - 3 week workshop sessions within the university system. Not only has this method proved time-consuming and costly; but industrial arts in the 80's demands that we move quickly toward new technologies and innovative change procedures. Therefore, with the aid of small groups of supervisor - consultants and key master teachers within the school districts involved in short brainstorming sessions synthesizing and validating their specific program materials, five middle school staff development guides will be produced to meet the needs of the local school districts and the individual classroom teacher in contemporary planning and articulation to upper level education.

2.1 Problem Statement

The middle school industrial arts curriculum is fast becoming obsolete. Its concept was developed during the late 1960's and early 1970's. The decade of the 1980's undoubtedly requires new directions and a contemporary instructional plan.

2.2 Purpose Statement

The overall middle school industrial arts program needs remodeling in order to articulate properly with the new fundamental programs of the secondary school. The purpose of this project is to identify necessary curricular articulation and to develop and write/rewrite state staff development guides for each of the five program areas. This plan will include a section directed to special target groups -- teaching to the special needs student: e.g., handicapped and disadvantaged.

2.3 Project Objectives

The objectives for this project are:

1. To utilize the expertise of key industrial arts supervisors and teachers to identify and develop suitable curricular articulation between the exploratory staff development guides of the middle school and the fundamental staff development guides of the senior high school and beyond.
2. To include within a special section of the guide information which would be beneficial to special target groups, e.g., methodology of teaching industrial arts vocational education to the handicapped.

3.0 Methods

3.1 Procedures for the Proposed Project

The proposed project will begin approximately April 28, 1980, and terminate approximately June 30, 1981. The participants will be composed of two groups of key teachers and

supervisors from four districts within the State of Florida. Group I composed of 9 teachers and 2 supervisors representing Hillsborough and Pinellas Counties will meet Friday p.m. May 9, 1980, and Saturday a.m. and p.m. May 10, 1980, to generate ideas. Group II composed of 10 teachers and 2 supervisors representing Broward and Dade Counties will meet on Saturday a.m. and p.m., May 17, 1980, to review and revise/rewrite the curriculum materials presented by Group I. Additional expertise from key teachers and supervisors from throughout the state will be used in the final revision process. Synthesization and validation of the efforts of all participants will conclude the revision process.

Following state guidelines adopted for writing staff development guides, a standardized content format will be developed for curriculum materials within the guide as well as the design of the cover page. These five program area titles are as follows: Orientation to American Industries Occupations, Exploration of Construction Occupations, Exploration of Graphic-Communications Occupations, Exploration of Manufacturing Occupations, and Exploration of Power and Transportation Occupations.

Editing and typing of the final copy pages will begin in June with the target date for printing and binding set for the first week in August.

Dissemination of three of the staff development guides will take place at the October conference in Daytona Beach for Industrial arts teachers. The remaining two guides will be off the presses by November. Dissemination and Diffusion Section, D.O.E., will handle distribution of the staff development guides through its offices in Tallahassee, Florida.

Project Outcomes

Accomplishment of Project Objectives

ACCOMPLISHMENT OF PROJECT OBJECTIVES

The results of the workshop on A Fast Track Model for Developing Curriculum that Recognized the Needs of Special Target Groups for Industrial Arts Middle Schools in terms of the original objectives are as follows:

1. To utilize the expertise of key industrial arts supervisors and teachers to identify and develop suitable curricular articulation between the exploratory staff development guides of the middle school and the fundamental staff development guides of the senior high school and beyond. This was accomplished through the selection of key supervisors and teachers from the districts of Broward, Dade, Hillsborough, and Pinellas and other selected individuals throughout the state whose expertise from from within the five program areas generated contemporary curricular materials at the middle school level necessary to articulate to the fundamental programs of the senior high schools and beyond.
2. To include within a special section of the guide information which would be beneficial to special target groups, e.g., methodology of teaching industrial arts vocational education to the handicapped. This was accomplished by the use of Mike Arab, master teacher for many years and consultant for several workshops in the area of teaching industrial arts to the handicapped student.

APPENDICES

- Appendix A: Workshop Participants
 - Appendix B: Fast-Track Curricular Model
 - Appendix C: Fast-Track Curricular Model Narrative
 - Appendix D: Standardized Cover Designs
 - Appendix E: Special Needs Learner in Industrial Arts
 - Appendix F: Program Guide Format
 - Appendix G: Sample Staff Development Guide
- Exploration of Graphic-Communications Occupations

Appendix A - Workshop Participants

List of Participants
Project No. DVE 0-1D31

Director

Dr. James R. Heggen, Industrial Education, Florida Agricultural and Mechanical University, Tallahassee, Florida.

Associate Director

Max E. Bulske, Industrial Arts Instructor, Volusia County.

Support Personnel

Deborah O'Brien, Secretary/Typist, Florida Agricultural and Mechanical University, Tallahassee, Florida.

Advisors

Dr. Ralph V. Steeb, Industrial Arts Education, Florida Department of Education.

Participating Teachers and Supervisor Consultants

Broward County

B. Steven Johnson, Supervisor
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Robert Ferreria
Frank Sobers
Jimmy Culpepper
Carl Miller, Jr.

Hillsborough County

William Weiser, Coordinator
Jake Brannan
James Miller
John Pedonti
Richard Haire

Dade County

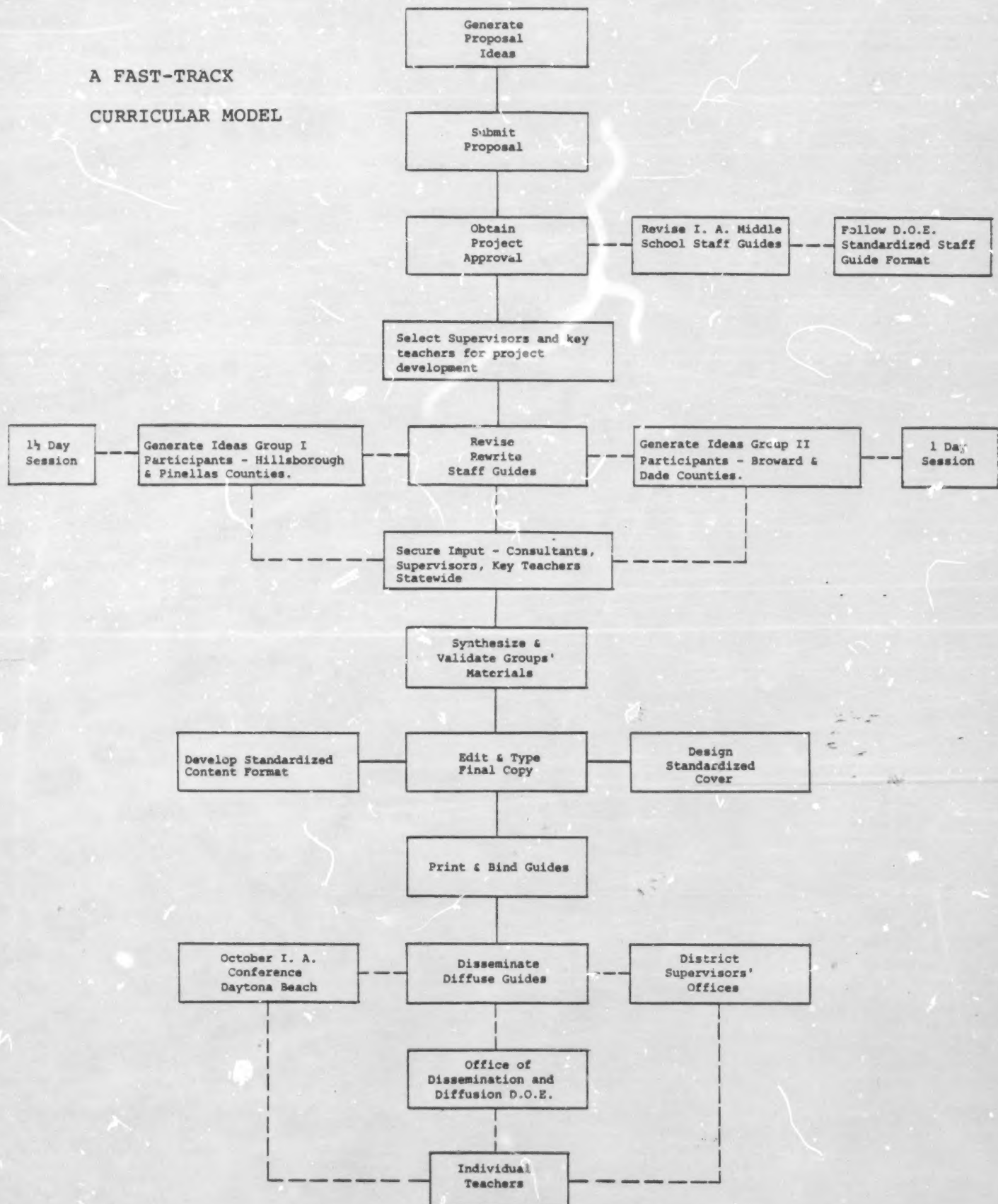
James Morris, Consultant
Hal Miner
Larry Weigel
David McKee
Ronald Collins
Charles Blaisdell, II

Pinellas County

William Decroteau, Supervisor
William R. Alborg
Dan Keegan
Mike Mastorides
Bruce Cline
William Van Nortwick

Appendix B - Fast-Track Curricular Model

A FAST-TRACK
CURRICULAR MODEL



Appendix C - Fast-Track Curricular Model Narrative

FAST-TRACK CURRICULAR MODEL NARRATIVE

For the past several years curriculum writing, competency-based catalog and staff guide development, etc. has taken place at an institution of high learning within the framework of a 2 - 3 week workshop session using the expertise of key master teachers from districts throughout the state to develop and write new materials and/or revise old ones. The decade of the 80's necessitates contemporary change procedures which will facilitate an orderly as well as more economical way of improving this change, e.g., articulation of the middle school staff development guides to the staff development guides of the high school and beyond.

Therefore, a proposal was submitted to the Director, Division of Vocational Education, D.O.E. to develop A Fast-Track Model for Developing Curriculum that Recognized the Needs of Special Target Groups for Industrial Arts Middle Schools. More specifically, to (1) identify and develop suitable curricular materials for the five program areas to articulate to the senior high school and (2) to include within the guides information which would be beneficial to special target groups, e.g., Methodology of Teaching Industrial Arts to the Handicapped.

Project approval was received to begin approximately April 28, 1980, and to terminate approximately June 30, 1981. Several districts were considered in the selection process along with key teachers and supervisor-consultants within those districts. Selection narrowed to two districts on the west coast, Hillsborough and Pinellas, to be called Group I and two districts on the lower east coast, Broward and Dade, to be called Group II. Nine Teachers and supervisor-consultants from Group I and ten participants from Group II formed the developmental/revision body for the project. Group I met Friday p.m. May 9, 1980, and Saturday a.m. and p.m. May 10, 1980, in brainstorming sessions to generate ideas. Group II met on Saturday a.m. and p.m. May 17, 1980, also in brainstorming sessions to review and revise/rewrite the curriculum materials presented by Group I. In the meantime additional input had been obtained from selected master teachers and supervisor-consultants statewide. Synthesization and validation of the efforts of all participants concluded the revision process.

This body of work was forwarded to project headquarters, Florida A & M University, Tallahassee, Florida, to be reviewed and edited. Following D.O.E. staff development guide standardized

format the five exploratory staff development guides were assembled along with a formal cover design to articulate with the fundamental guides of the senior high school and beyond. These five program areas are as follows: Orientation to American Industries Occupations, Exploration of Construction Occupations, Exploration of Graphic-Communication Occupations, Exploration of Manufacturing Occupations, and Exploration of Power and Transportation Occupations. Also included within each guide is a section devoted to special needs students -- the handicapped in industrial arts -- a target group of vital concern to vocational education today.

Final review/editing by staff members of the D.O.E. and Florida A & M University was completed in June and completion of typing the final copy was targeted for the first week in August. At that time reviewed copy was sent to printing and bindery.

The final phase of the project, dissemination and diffusion, took place at the October conference for industrial arts teachers in Daytona Beach, Florida. At that time the three completed guides were distributed to interested teachers. The remaining two guides were completed in November. Thereafter, dissemination and diffusion of the staff guides will take place through the office of dissemination and diffusion, D.O.E., Tallahassee, Florida, or through the local district's supervisor-consultant office.

Appendix D - Standardized Cover Designs



Orientation to **AMERICAN INDUSTRIES**

Occupations

A STAFF DEVELOPMENT GUIDE



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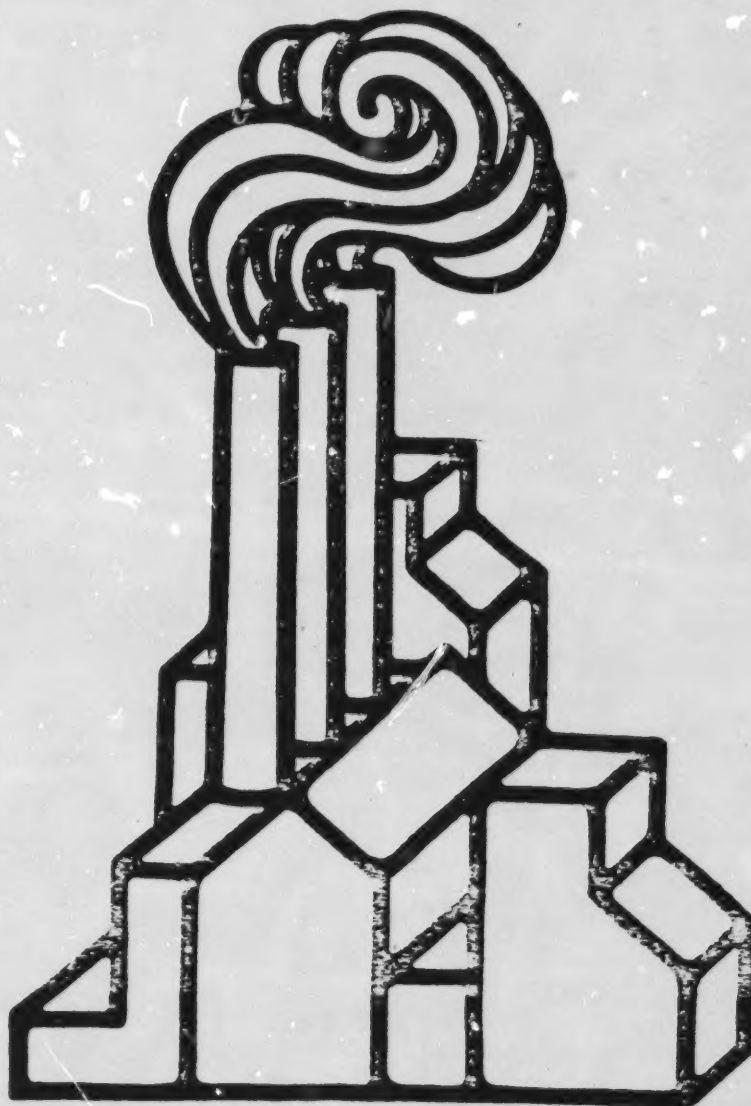
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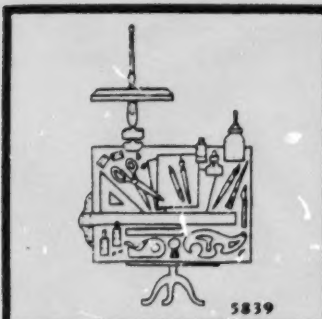
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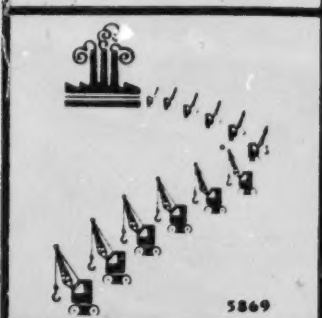
Exploration of **CONSTRUCTION** Occupations A STAFF DEVELOPMENT GUIDE



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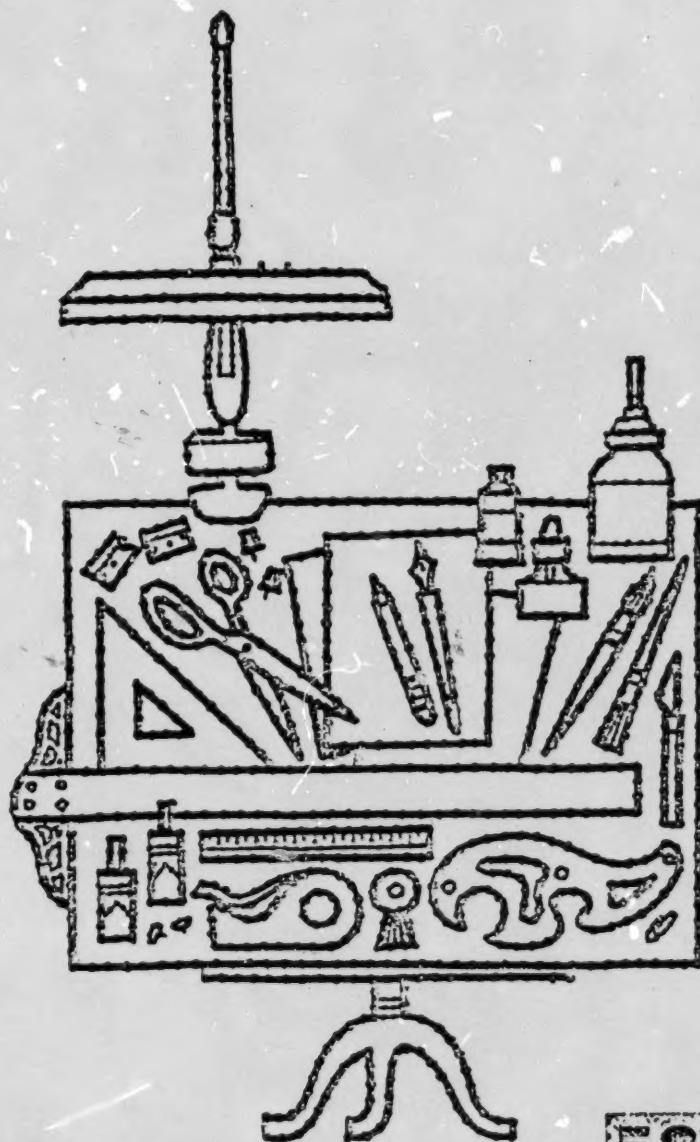
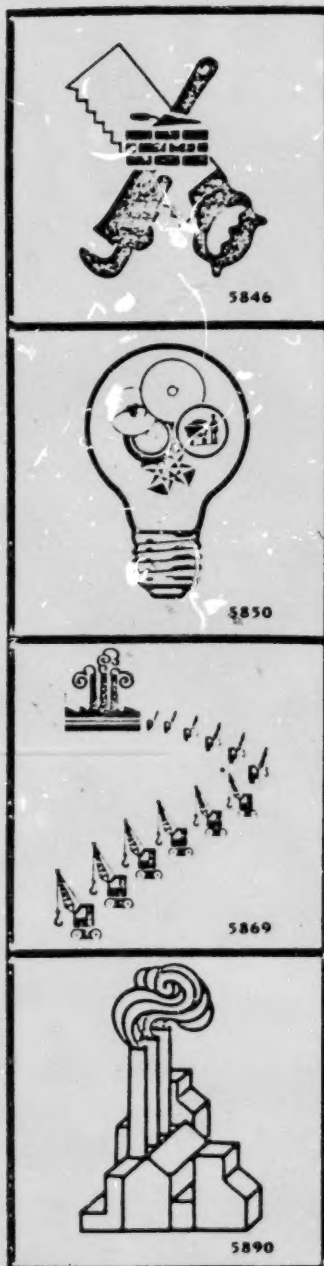
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Exploration of **GRAPHIC COMMUNICATIONS**

Occupations

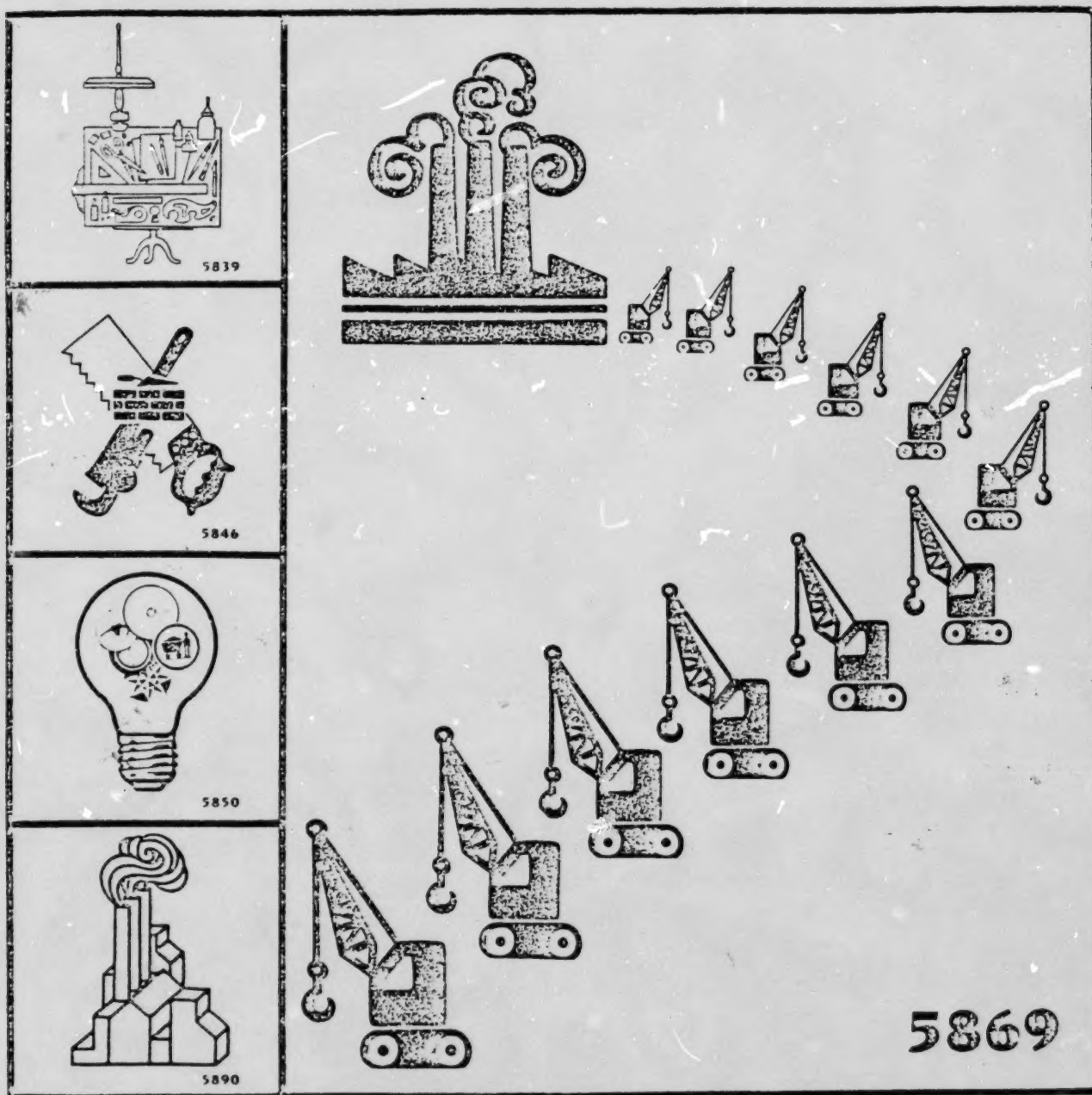
A STAFF DEVELOPMENT GUIDE



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Exploration of **MANUFACTURING** Occupations A STAFF DEVELOPMENT GUIDE

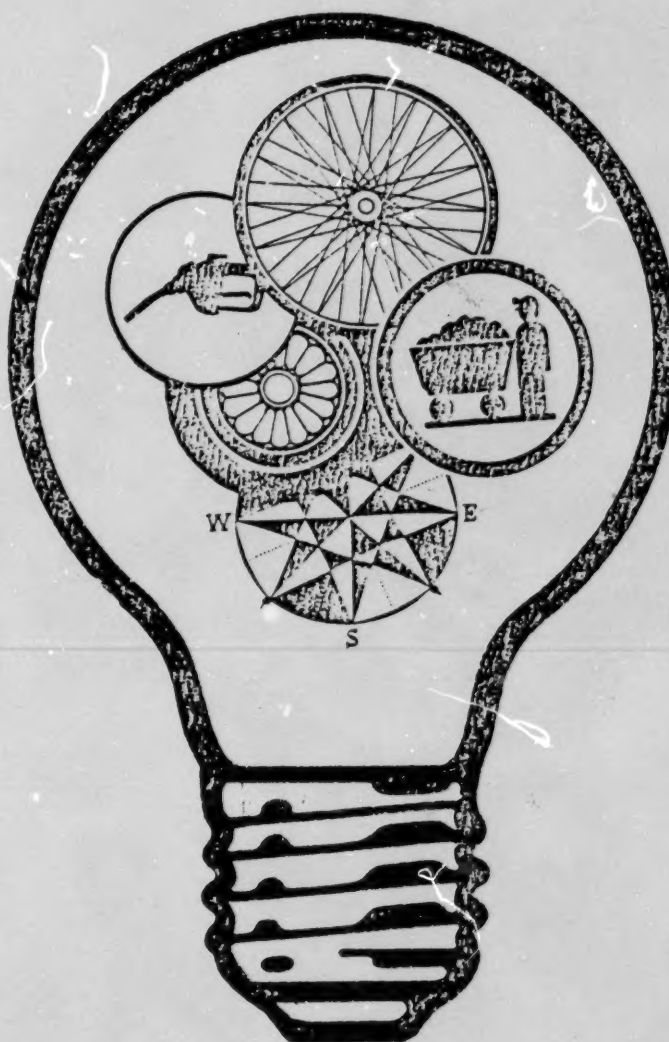




Exploration of **POWER & TRANSPORTATION**

Occupations

A STAFF DEVELOPMENT GUIDE



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Appendix E - Special Needs Learner in Industrial Arts

THE SPECIAL NEEDS LEARNER IN INDUSTRIAL ARTS PROGRAMS

OVERVIEW

Programs for the disadvantaged and handicapped are being given special priority in education at all levels at the current time. Many industrial arts educators, as well as their colleagues in English, math, social science, and science are becoming more aware of problems associated with teaching special needs students and are seeking ways to cope with them. Students with special needs, like all other learners, have individual learning characteristics, but for many people "hand-on" industrial arts activities provide effective learning. For this reason, the industrial arts teacher must be prepared to deal with both the unique needs of each individual and the general concerns of groups of students.

Industrial arts teachers who intend to help the special needs student achieve meaningful goals as a worker and citizen need more than a compassionate attitude. A positive attempt is being made by many industrial arts teachers to share the responsibility of teaching the learner with special needs. Involving other professionals in individual programming, team teaching, and evaluation based upon the individual attainment of goals and objectives are common examples of shared responsibilities. The learner's special education teacher is often the most willing, available and knowledgeable to plan and implement appropriate educational activities that allow the special needs learner to compensate for a seemingly difficult disability.

SPECIAL NEEDS DEFINED

Special needs is a broad, inclusive, and sometimes confusing concept that is being used by administrators and teachers when talking about an individual student that may benefit from being "mainstreamed" into various program areas in the schools. In many cases, the term special needs, or students with special needs, is not understood and, therefore, incorrectly used.

As the concept implies, a student with special needs is an individual who may be very much like his peers in every way except for unique learning characteristics or traits that substantially inhibit progress in school.

Special needs, therefore, is an encompassing term that takes into account students who are either disadvantaged and/or handicapped.

WHAT ARE SOME ENVIRONMENTAL CONDITIONS?

The second sub-category of disadvantage is based upon economic considerations. The Economically Disadvantaged student is one whose family income is normally below the poverty level, as defined by the U. S. Bureau of Labor. The identification of these students is generally easier to accomplish than the other sub-categories discussed, since school officials are in frequent contact with welfare and social service agencies. These students may have one or more of the following characteristics: geographic isolation, economic assistance needed to enter or to stay in school, and those individuals who are either unemployed or underemployed.

The last sub-category of disadvantaged students is Other Remediable Effects. This classification is reserved for special situations of a "local and individualized nature." In other words, the characteristic and effect of the disadvantaged individual must be specified, defined, and described by school officials in great detail.

Economic and academic disadvantaged strikes first and most seriously at the family structure, causing it in many instances to disintegrate. When the father is unable to secure employment to fulfill the living demands of his family, tension and frustration follow, and the downward spiral begins. Too often, this leads to the parental strike and breakdown of the family unit. The resulting matriarchal structure of the family unit is particularly evident in the disadvantaged family organization, but those with strong patriarchal structure also tend to disintegrate when disadvantages occur. This is particularly true if the family moves into an urban area without substantial training or income for day-to-day living.

Many believe the absence of adequate models results in the absence of real life goals. The students from both affluent and poor homes who never experience from parents and older workers a respect for work as a productive and meaningful activity will come to think of work as unpleasant and only to be engaged in in order to survive. Time spent on the job may be miserably spent and the worker will find relief only when the work day is over.

WHAT ARE SOME OF THE CHARACTERISTICS OF THE DISADVANTAGED?

One of the most damaging characteristics of the disadvantaged student is a feeling of inferiority. Lack of self-confidence stems from a history of past failures. He feels that it is impossible to achieve status according to achievement standards set by the majority. He knows that he is lacking in educational and social experiences for a position in the middle-class.

Another general characteristic of the disadvantaged student is a history of failure in conventional education programs.

More often than not the disadvantaged student has failed or dropped out of school long before completion. There is probably less incentive to continue and less pressure exerted by the family to complete elementary or high school programs.

Thus, the communication skill level achieved in school by most students is probably above the level acquired by the disadvantaged student. The employability skills that are a by-product of traditional education for most students are often lacking in the disadvantaged student. Illiteracy and an inability to cope with the problems of rural and urban living often leave the disadvantaged student unable to avail himself of traditional programs and services.

Aggressiveness of the disadvantaged is a common and disturbing expression. Families of disadvantaged students will permit and encourage them to fight when angry. Because experience has taught some of these parents that there is no one to whom they can appeal for protection in times of danger, aggressive individuals may incite a dangerous situation in order to try out their capacity to cope. However, the aggressive act might be an irrational attempt to destroy the aggressor, or the supposed aggressor which--to the disadvantaged student--could be the industrial arts teacher.

Rejection and social isolation may be the cause of most of the student's anxiety. It is this feeling of being rejected and alienated which has led them to low expectation of success which, in turn, has destroyed their ability to appreciate long-range objectives. The objectives and activities of industrial arts related to occupational education may provide the individual with new perspectives of his potential career goals.

The attitude generally held by the disadvantaged student emphasizes the need for progressively integrated training programs and the use of short-range goals which lead to realization of final incentives of skill proficiency and job entry. The industrial arts teacher can provide the general education of an industrial society that would lead to the mainstream of employment.

Industrial arts education is important because it provides opportunities for all students from kindergarten through higher education to obtain a knowledge of cultural aspects of industry and technology. Also, industrial arts provides unique experiences which further the development of student career patterns. These experiences are based on sociological and psychological principles which assist students in understanding individual learning and life styles for industrial living.

WHO ARE THE HANDICAPPED?

Students may qualify for special services in programs for the handicapped, in the area of special needs, when they fulfill

the following conditions: (1) they must be diagnosed by qualified personnel and classified as handicapped according to the definitions established by the State Education Agency, and (2) because of their handicap they are unable to succeed in regular educational programs for individuals without such handicaps.

There are nine sub-categories under which students may be classified as handicapped, the first of which is Mentally Retarded. The mentally retarded student represents the lower group of individuals on the intelligence scale. Most mentally retarded students can be considered normal in height, weight, psychomotor abilities, vision and hearing, but they are deficient in the intellectual areas of development. The levels of mental retardation include:

1. MENTALLY RETARDED

Mildly Retarded students are individuals who can be expected to achieve a maximum of sixth-grade academic work. They tend to have an IQ that ranges from 50 to 69, and can be expected to acquire 45 to 75 percent of normal intellectual development. The mildly retarded are expected to blend into society if given appropriate educational experiences so they can live and work independently.

The Severely Retarded have an IQ range of 25 to 39 and require supervision in the majority of tasks they perform. Many of these are being integrated into public school programs as a result of PL 94-142.

Moderately Retarded students tend to learn at a slower rate than do the mildly retarded. The moderately retarded can be taught tasks or activities which require single skills under adequate supervision. These students normally have IQ's below 50, and intellectually, do not develop beyond 45 percent of normal.

The Profoundly Retarded are those students with IQ's below 24. They require a maximum amount of supervision, especially with tasks requiring self-care. Their involvement in the public school requires specially prepared teachers and a strong support staff.

2. LEARNING DISABLED

The second handicapping sub-category is Learning Disabled. Students who experience learning problems not due to visual hearing, motor, mental retardation, emotional disturbances, or environmental handicaps can be categorized under this grouping. In most cases, these students demonstrate disorders involved in understanding or using the spoken or written language. Typical disorders which may be the cause of student learning disability are perceptual handicaps,

brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

3. EMOTIONALLY DISTURBED

The Seriously Emotionally Disturbed is another sub-category that is typified by disturbances which affect an individual's ability to control one's own behavior. Patterns of maladjustment can usually be grouped as one of the following: unsocialized aggressiveness, socialized aggressiveness, or overinhibitiveness. In all cases, these behaviors are unacceptable to society.

4. ORTHOPEDIC

The next sub-category of handicapped is the Orthopedically Handicapped. These students are normally limited in mobility, sitting, and/or use of tools and equipment because of muscular, skeletal, or neuromuscular impairment. These may relate to cerebral palsy, spina bibida, curvature of the spine, muscular dystrophy, hemophilla or other defects in legs, arms, neck, or hips.

5. VISUAL

The fifth sub-category is the Visually Handicapped. These students are handicapped in a normal educational program by their difficulty or inability to see. Under this heading, students are legally classified as one of the following:

Partially Sighted or Visually Impaired students are those who can learn to read print, but whose vision is limited even with corrective devices, and who need modifications in order to succeed in a normal educational program.

The Blind are those students who cannot see print and who need instruction in braille. This is the severest visual classification. These students must depend totally on their other senses to function in an educational program.

6. HEARING

The sixth sub-category is the Hearing Impaired. These students have a loss of hearing which effects their performance in a normal educational setting. Legally, hearing impaired students are classified as one of the following:

Hard of Hearing individuals normally have sufficient hearing to develop language and speech, with the use of a hearing aid, through the sense of hearing.

Deaf individuals do not have sufficient hearing, even with the use of a hearing aid, to develop language and speech through the sense of hearing. In a number of cases, the deaf student tends to be somewhat of a lower performer in educational programs than does the hard of hearing.

7. SPEECH

The next sub-category of handicap is Speech Impaired. These students normally have speech patterns which are noticeably different from the normal. There are many forms of speech impairment, ranging from complete inability to speak to minor articulatory defects. Furthermore, there are many causes for speech difficulties, ranging from delayed speech and hearing impairments to cerebral palsy and cleft palate.

8. OTHER HEALTH IMPAIRED

The eighth sub-category of handicap is Other Health Impairment. These students are so categorized because they demonstrate limited strength, vitality, and alertness. The conditions of the other health impaired student are caused by chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, hepatitis, asthma, epilepsy, leukemia, or diabetes.

9. MULTIHANDICAPPED

The last sub-category of handicap is the Multihandicapped. Students classified as multihandicapped must have a combination of any of the above mentioned handicaps. These handicaps, in turn, prevent the student from progressing in a normal educational setting.

WHY IDENTIFY DISABLING CHARACTERISTICS OF SPECIAL NEEDS LEARNERS?

Often an industrial arts teacher may prefer not to know about the disabilities of a special needs learner until there has been an opportunity to interact with the learner in laboratory activities. In other situations involving people with epilepsy, loss of hearing, emotional disturbances, or perceptual difficulties, it may be essential to immediately become aware of characteristics that could be dangerous or embarrassing to the learner and his or her peers.

Diagnostic information including disabling characteristics and unusually poor progress in school may qualify a learner for additional supportive services. (See SERVICES for additional information.)

Although the specific data collected, such as IQ range, may not always be meaningful for the industrial arts teacher, a

learner who qualifies as having special needs may qualify for services that could support the industrial arts program. Specifically, these services could support the purchase of materials, equipment, and support personnel to better ensure the learner's access to appropriate educational activities.

Once a special needs learner has been identified, and becomes involved in the industrial arts program, the industrial arts teacher need not feel that there is no supportive help available if the learner experiences unusual difficulty. Special education teachers, counselors, and school psychologists should be qualified and eager to provide insight and in more progressive programs will become actively involved in team teaching situations.

Public Law 94-142, The Education for all Handicapped Children Act and the Rehabilitation Act of 1973, Sections 503 and 504 are federal laws which are designed to provide free and appropriate public education to all handicapped students. Each handicapped student will have an individualized educational program (IEP) that will be updated on a yearly basis. For many of these students, industrial arts will be included in their educational programs. The program is developed in cooperation with the parents as well as school authorities and when the industrial arts program is selected as appropriate for an individual, the industrial arts teacher will be responsible for helping to develop part of the plan.

Selection and evaluation of activities are made according to the learner's specific needs and progress instead of on the basis of what others in the class may be doing. Industrial arts teachers will be responsible for providing the following information for a student's individual educational plan (IEP):

1. Determine student's current performance level
2. Define student's annual goals
3. Identify performance objectives
4. Describe probable activities to be completed
5. Specify appropriate evaluation techniques

SERVICES FOR THE SPECIAL NEEDS STUDENT

Services are to be made available to individual students that provide adequate instruction and supplementary equipment or materials to enable them to succeed in the educational program of their choice. Under the Education for All Handicapped Children Act (Public Law 94-142), the Vocational Education Act of 1963 (Public Law 88-210), and The Amendments of 1976 (Public Law 94-482), funding shall be made available only for those programs giving ready access to the disadvantaged and handicapped and provides a situation whereby they can experience success.

Examples of the types of services that may be funded for the special needs students include the:

1. Establishment of an advisory committee to help in the development of programs and act as liaison between the school and community.
2. Conducting of surveys and evaluations to identify the special needs population and agencies supportive to them; and to assess the effectiveness of educational programs designed to serve special needs students.
3. Implementation of promotional activities designed to reach the special needs population regarding the availability of educational programs that can best serve them.
4. Designing and implementing of programs for the identification of special needs students through counseling, evaluation, and diagnostic procedures.
5. Providing of staff development to help teachers work with special needs students.
6. Modification of class schedules to allow teachers additional time to work with special needs students.
7. Modifying of curriculum to enable the special needs student to continue in a regular educational program by assisting them to compensate for their disadvantages and handicaps.
8. Designing of new curricula especially for the special needs student.
9. Modifying the shop and laboratory equipment for the handicapped.
10. Utilization of supplemental educational services.
11. Enlisting the support and cooperation of local community members, business, and industry.

INVOLVING THE INDUSTRIAL ARTS TEACHER IN WRITING THE INDIVIDUAL EDUCATION PROGRAM (IEP)

The mandate for placing handicapped students in a "least restrictive environment" in P. L. 94-142 will have a predictably large impact on the teacher of industrial arts. This impact will be felt most heavily in the fall of 1980 when handicapped children will be able to stay in the public schools until they reach age 21. The purpose of this expanded school career is to enable handicapped students to attain the vocational skills which will allow them to enter the community as independently functioning individuals. It is reasonable to assume that a great number of the skills these individuals must attain for future employment and self-fulfillment are those skills received through training in industrial arts. Industrial arts teachers are already feeling the pressure to accommodate the handicapped; often with little or no preparation for the task at hand. In the past the industrial arts teacher may have had the handicapped student placed in his/her classroom with little or no communication from special services, special education, or others who are aware of the student's needs, learning

style, or limitations. Through participation as a working member of the I.E.P. committee, many teachers are finding a rewarding new route to communication with and assistance from those who know the student best: the special services personnel, the parents, and the special needs student. The opening of this ongoing communication system has been viewed by some as one of the most beneficial of the outcomes of the I.E.P. process.

The I.E.P. process is an ongoing process rather than an event that begins upon determination that a student has the need for special services. The written I.E.P. ordinarily contains several parts. These include: assessment information, including present levels of performance; program information, including program placement, placement rationale, extent of placement in regular classes, special education services, needed physical education program, vocational program, and names of personnel responsible for implementation; implementation information, including preferred learning style, strengths and talents, special instructional materials needed; staff information, including date of meeting, signatures of those present, date for reevaluation; annual goals; short-term objectives, with objective criteria and evaluation procedures and schedules.

The I.E.P. is written by a team which is made up of the school administrator (or designee), assessment personnel, special services personnel, teachers, parents, and the student whenever possible, those persons responsible for the person's education.

The industrial arts teacher needs to be present during the initiation of the I.E.P. process, more commonly he/she would be involved in the preparation and implementation of the short-term objectives, which should be developed by those personnel who are responsible for classroom implementation. The input of the industrial arts teacher is mandatory here because the special education teacher and the regular classroom teacher may lack knowledge of the activities available in the industrial arts program. (modified by editor)

HOW DO INDUSTRIAL ARTS AND SPECIAL EDUCATION PERSONNEL COORDINATE THEIR PROGRAM OFFERINGS?

Successful coordination of effort between the industrial arts teacher and special education personnel depends to a large degree upon cooperation. This cooperation should be based upon a firm commitment to the understanding and awareness of importance of the other professional's field of expertise in fostering success for the learning disabled or handicapped person. Both the industrial arts teacher and the special educator need to acquire an understanding of each other's field, which would include developing a minimal competence in the area. This minimal competence and a respect for the other's expertise can help generate a positive formal cooperative relationship to insure comprehensive instructional planning for the handicapped person's needs.

Phelps and Lutz in Career Exploration and Preparation for the Special Needs Learner (1977) have outlined a framework for

developing formal cooperative instructional arrangements and strategies. They recommend that planning and organizational time be allotted those persons working cooperatively.

It is important that the building principal or local administrator recognize that successful mainstreaming of the handicapped into industrial arts laboratories and classrooms also requires teacher planning and organizational time. This time needs to be specifically scheduled for teachers, just as class time is scheduled for students. Although scheduled time for cooperative planning is essential, informational planning and discussion should not be under-emphasized either.

Supportive services inside and outside the school that should be involved in the instructional planning and activities at critical times may include the following personnel: vocational rehabilitation staff, social and health services personnel, prevocational educators, home economics, industrial arts cooperative work experience coordinators, and reading and speech and hearing specialists.

Summary: The development of individual cooperative instructional programs depends on prior formal identification of teams of not less than two people (and more, if appropriate) that can establish a detailed outline for setting up the procedures and forms to be used. No attempt has been made to identify exactly who should be a part of the team beyond the industrial arts and special education teacher because local constraints and conditions differ.

AN EXAMPLE OF COOPERATIVE TEACHING WITH A SPECIAL NEEDS LEARNER

A positive attempt is being made by industrial arts teachers to share the responsibility of teaching the learner with special needs. Involving other professionals in individual programming, team teaching, and evaluation based upon the individual attainment of goals and objectives are common examples of shared responsibilities.

Techniques and forms to organize individual programming, team teaching, and evaluation of individual progress vary in each local setting based upon the cooperative efforts of the professionals involved. The following situation is described to illustrate how one of these unique situations was handled.

Mr. D is a middle-aged, happy-go-lucky junior high industrial arts teacher who has earned the reputation of being a good teacher by his students and peers. During the past several years, he has enjoyed a productive professional relationship with Mrs. B, the special education teacher, having shared mentally retarded students. Now a new challenge was to be undertaken. Charlie is a 15 year old who has been totally deaf since birth with a measured IQ in the 50-75 range. During the individual educational planning

meeting prior to his entering the junior high school, it was decided that Charlie would be enrolled in industrial arts. Mr. D was very reluctant, however, to accept the responsibility without a commitment from someone who could communicate with a deaf person and be available during instruction and lab times to help insure that Charlie would have a safe and successful series of experiences in industrial arts. The director of special education contracted services from Miss Judy, a consultant for the deaf, to join the team with Mrs. B and Mr. D to plan an individual program for Charlie.

Mr. D's initial role became one of the describing a series of possible learning activities that he thought Charlie might enjoy as well as to learn some technical knowledge and skill. The possibilities included individual and group activities in the clusters of communication, manufacturing, construction, and power. Judy's role was to communicate with Charlie to expand language and mathematical skills related to products that would be produced. Neither of the special education teachers had acquired any formal education in industrial arts as undergraduate students and Mr D likewise had taken no special education courses in college, so all three members of the team needed to be especially patient with each other and learn together.

Mr. D began the school year as usual with an overview of the choices that each student had in each of the technical areas and as expected Charlie was not able to lip read well enough to understand much of what was going on without the interpreting support provided by Miss Judy. Due to the rather detailed procedure required for building individually designed products, Charlie decided to begin with a series of electrical wiring exercises which he successfully completed just as Mr. D was demonstrating how to turn a spindle on the wood lathe. Charlie watched with great excitement and gleamed at the possibilities of doing something like that himself. Mr. D and Miss Judy were encouraged by his excitement and decided to help Charlie design a product that utilized the lathe. Photographs of prior student's lamp, bowls, candlestick holders, etc. provided an abundance of acceptable alternatives that were "discussed" through hand gestures, freehand sketches as well as normal conversation between the teachers that Charlie seemed to understand to some extent. A large laminated wood lamp was obviously the top priority but confusion existed about the specific details such as the kind of wood, the exact shape, the step-by-step procedure, the cost, etc., so Mr. D reviewed a rather detailed planning sheet that would have to be completed before the project could be undertaken. He suggested that Miss Judy and Mrs. B use a newspaper folded double and scissors to cut out a variety of shapes until one could be agreed upon. The review of a series of furniture books in the library and the common mail order catalogs also provided an abundance of alternatives. Although Charlie was impatient in doing the planning, he accepted it as a necessary required step before actually beginning the work. The agreed upon

paper template was an acceptable substitute for a series of sketched or drawn views of the product. Rather than laminating various colors of wood together, Charlie wanted it to be solid walnut, mostly because it would take less time and he could start the turning sooner. Several other of Charlie's peers were also planning a lathe project and were not sure of the proper procedure so Mr. D redemonstrated the process and asked Miss Judy to administer the safety exam to Charlie afterwards. In addition to the lathe work, Mr. D explained the procedure for cutting the boards to the proper shape, gluing procedures, and finishing options. Miss Judy utilized the woodworking textbook to review for herself and to reinforce for Charlie the proper procedure that Mr. D had explained.

The last major hurdle remaining before the project could be begun was to calculate the cost of materials for the lamp. Since Charlie agreed to pay for the materials, he proceeded with the calculations with interest and concern. Multiplication, division, addition, and subtraction were not new to him but with a practical and personal application they seemed to take on a new meaning. Concepts including linear measurement (lamp cord), square measurement (gluing surface areas) and solid volume measurement (board feet) provided a series of appropriate examples for Mrs. B to carry back to the resource room for Charlie as well as his peers in the resource room to use in learning mathematical concepts.

With patience running thin, Charlie began selecting pieces of walnut to be glued together for the block of wood to be turned on the lathe. One of Charlie's peers who was authorized to use the band saw, helped him cut the pieces to the correct shape to be glued together. After cutting the slot for the cord to pass up through, the block was glued together, ready for the turning process. Having successfully completed the safety exam on the lathe, Charlie began shaping his lamp according to his pattern. To the amazement of Mrs. B and Miss Judy, Charlie experienced little difficulty shaping the wood, sanding it smooth, and applying the finish. The product was unquestionably a work of art and received numerous complementary comments from peers and other teachers. The outward signs of pride and pleasure that Charlie displayed were enjoyed by all. The wiring was completed with a minimum of difficulty as was the harp and shade assembly. The completed lamp itself represented an usual achievement for Charlie, but progress made in speaking, writing, and doing mathematical calculations was equally impressive to his teachers. Speaking to people other than close friends had been a rare occasion, but the confidence generated while completing his lamp had an effect on his willingness to use verbal communication with his peers.

This product was only one in a series of successful industrial arts activities that Charlie completed during the semester which caused his teachers to tabulate a long list of objectives related to the improvement of his knowledge, skill, and attitude, and

hopefully helped him in exploring a broad sample of potential careers.

All three teachers have remarked repeatedly that they are amazed at the amount of power that working together has on the progress of students with special needs. The practical nature of the individual and mass production activities coupled with the immediate and repeated reinforcement by the special education personnel are a combination that is difficult to match.

GUIDELINES FOR MODIFYING INSTRUCTIONAL MATERIALS

FOR STUDENTS WITH LEARNING PROBLEMS

Be sure the language is at an appropriate reading level.
Keep words and sentences as simple and as short as possible.
Include as many visuals (drawings, pictures, illustrations) as possible.
Provide verbal reinforcement for the material in the form of individualized attention.
Be sure the examples used are concrete and meaningful for the learner.
Make extensive use of audio-visual aids.
Prepare audio cassette recordings of important printed materials.
Modify materials (such as workbooks) so that students can respond by drawing illustrations or on cassette tapes.

FOR STUDENTS WITH PHYSICAL IMPAIRMENT

For students who are frequently homebound, self-instructional materials must be available.
Students who have difficulty with writing should be permitted to tape record or type their responses.
For individual students with specific physical impairments (limited use of hands, for instance) be sure that the impairment does not limit access to or the use of tape recorders, large reference books, and so forth. Adjustments and modifications have to be made on an individual basis.

FOR STUDENTS WITH VISUAL IMPAIRMENTS

Printed instructional materials may have to be converted into braille, enlarged print, or thermoformed print.
Electronic scanning equipment can also be used; it transforms letters and words from printed materials into raised images that can be felt.

Pertinent material can be transcribed onto records or cassette tapes. Volunteer or paid reader services can be arranged for individual students. Special or supplementary lighting may be needed for partially sighted students.

Utilize volunteer service agencies to tape record printed materials such as textbooks or reference books.

FOR STUDENTS WITH HEARING IMPAIRMENTS

Since hearing impaired students (especially the deaf) also frequently have learning problems, many of the suggestions offered under the learning problems section above will apply.

Captioned films, charts, overhead transparencies and other visual materials should be used extensively.

Written and simplified transcripts of cassette or audio taped materials can be prepared.

Arrange for an in-class tutor (deaf interpreter) to work with deaf students and others having problems.

LEARNING CHARACTERISTICS AND SUGGESTED
TEACHING TECHNIQUES FOR SPECIAL NEEDS LEARNERS

<u>Characteristics</u>	<u>Suggested Techniques</u>
Reads Slowly	Supply information in forms other than written text. Allow students to practice reading very brief selections in class. Build motivation by showing place of reading in life and employability. Use yourself and others as models of people who like to read. If possible, arrange for a tutor.
Is slow to grasp generalizations	Move from the simple to the complex. Try to always relate sub-concepts to major concepts. Present ideas or concepts in various ways. Summarize every lesson.
Has difficulty with abstract	Present actual sample of each object studied, and give concrete example of each concept introduced. Relate abstractions to reality in terms of the student's perception. Build instruction on student's experience.
Fails to broaden perspective	Plan short, local field trips. Teach local transportation means.
Solves problems slowly. can't make decisions	Provide information on the problem-solving and decision-making processes. Analyze case situations for ways to identify and solve problems. Give student practice in solving practical problems as identified by the class. Use cooperative planning to solve organizational problems in the classroom.

Characteristics	Suggested Techniques
Feels isolated and ignored	Use participation gimmicks in class. Develop friendship skills and attitudes. Use group feedback and analysis techniques. Involve student in planning committees for school activities.
Is uneasy in social situations	Provide instruction in social behavior. Practice social behavior in class. Involve students in extracurricular activities.
Is sensitive to own differences	Teach human variability concepts. Build tolerance of self and others. Use positive group feedback techniques. Discuss problem frankly.
Demands structured environment	Develop cooperative ground rules for classroom activities. Teach concepts related to self-confidence. Build from dependence to independence.
Verbalizes excessively	Record and analyze conversations. Teach interaction principles. Use transactional analysis. Plan non-verbal activities, including manipulative activities.
Is physically aggressive	If possible, provide energy outlets. Relate aggression to its consequences. Refer to counselor.
Is argumentative	Analyze transactions in class. Record class verbalizations. Show how contentiousness can affect employability.

Characteristics	Suggested Techniques
Perceives time differently	Teach time concepts. Reorient your own emphasis on time. Relate punctuality to employability.
Has poor visual perceptions or perceives shapes differently	Make use of audio means of learning. Use large, clearly defined visuals; employ high intensity contrast. Allow student to handle objects. Refer to physical and psychological therapists.
Lies or stretches the truth	Use group feedback techniques. Roleplay reversal situations. Relate behavior to dependability. Teach honesty as it applies to employability.
Is prejudiced or biased	Emphasize that all people possess the same human qualities. Stress the richness of cultural diversity. Organize a "learn about people" fair. Provide a model of unprejudiced behavior.
Is overconcerned with surface appearance	Serve as a model who values people for what they are, not for their outward appearance. Use value clarification techniques. Use encounter devices.
Is insecure	Be consistent and fair. Make ground rules understandable and enforceable. Use devices to build self-confidence. Move the student toward responsibility for self and learning.
Feels trapped by fate	Permit student input into decision making. Give instruction in decision making in society. Through school activities, show how individuals affect events. Show community action projects run by local people.

Characteristics	Suggested Techniques
Uses sarcasm directed at people	Portray probable effect on human relationships. Use group feedback techniques. Roleplay reversal situations.
Expresses hostility toward people and ideas	Use transactional analysis. Use encounter group activities. Teach human relations concepts, showing results of hostility in terms of human relationships. Use counselors as resource persons. Plan step-by-step improvement.
Lives in a deteriorating environment	Teach community action concepts. Build toward leadership behavior. Teach managerial skills. Work on practical housing ideas. Teach consumer protection.
Has grooming problems	Teach grooming skills. Relate grooming to employability.
Appears apathetic, lazy or bored	Build motivational devices into classwork. Relate content to reality. Check for malnourishment. Investigate sleep patterns.
Displays atypical behavior	Record actions for purposes of analysis. Teach socially acceptable behavior. Show results of behavior in terms of employability.

SPECIAL TEACHING TECHNIQUES AND PRINCIPLES

Reinforcement of desired behavior: Providing immediate and appropriate reinforcement following a behavior that is to be increased or strengthened.

Use a token system, punch card, or green-stamp system to provide an ongoing reward/reinforcement system.

When teaching new skills, reinforce the learner's correct response on every occasion.

Reinforce reasonable degrees of progress toward the final goal.

To eliminate undersirable behaviors, completing or incompatible behaviors must be found and introduced. As these contending behaviors occur, the positive one(s) should be heavily reinforced.

Certain behaviors can be changed simply by removing certain negative conditions or inhibitors. It is important to be aware of these factors and remove the ones necessary to expand and strengthen desired behaviors.

After a behavior has become established, changing the reinforcement from a regular to variable-ratio schedule will assure its stability.

Exercise: Opportunities to repeat and practice experiences in a variety of ways.

Distributed practice: Practice in learning concepts and most other material should be spread out, or varied according to the characteristics of each student as well as the nature of the material.

Active participation: Action involvement in a task readily facilitates learning and has several advantages:

- It focuses the learner's attention on the task at hand.
- It fosters greater efficiency in learning.
- It provides a dynamic source of feedback.
- It gives more opportunities for meaningful reinforcements for desired behavior.

Overlearning: Practicing a task beyond the point of initial mastery. Improvement in learning, retention, transfer, and relearning will be facilitated by overlearning.

Stressing accuracy: Stressing accuracy instead of speed will reduce the change of learner's practicing errors. This is especially important in the learning of new material and basic concept formation.

Minimal change: Shifts in concepts and instructional content focus should be as minimal as possible. Retention and continuity of generalization can be maintained if the progressive steps are small and blended together well.

Utilizing the learner's strengths: It is important to utilize the learner's strengths (e.g., manipulative skills) to enhance development of weaker area (e.g., quantitative reasoning).

TERMS

- Aptitude** — potential ability.
- Battery** — as opposed to "under the hood" a group of tests assessing certain characteristics.
- Career Clusters** — a method of grouping jobs in which have related duties under occupational classification.
Example: Building Maintenance is a career cluster having 5 work samples in it, 1) Housekeeper, 2) etc.
- Competency Based** — having to reach mastery in a subject area through specific objectives . . . BY DOING
- Fine Motor** — movements requiring the use of smaller muscles, this requires more dexterity.
- Flow Through Funds** — federal funds allocated to the state education agencies, S.E.A. who then distribute to the locals L.E.A. - think of a flow through tea bag.
- D.O.T.** — Dictionary of Occupational Titles - a massive reference printed by Department of Labor which includes description of job duties for 20,000 occupations. It's designed to help match skills to job requirements. All of the major assessment programs, including ours, report a correlation to D.O.T.
Example: 411-161-010 CANARY BREEDER — Breeds and raises canaries; places males with females to induce mating. . .

TERMS

- Gross Motor Development** — not a sick engine but large muscle skills like running, crawling, jumping.
- I.E.P.** — a required written plan of instruction for learners in special education listing goals, objectives evaluation of educational services. This does and should include vocational education where applicable and desirable.
- Job Readiness** — having the skills and abilities necessary to enter the job market and work productively.
- Job traits/worker traits** — characteristics which are a necessary development for success in work. Examples are getting along with peers, punctuality, emotional control.
- L.R.E.** — least restrictive environment - a concept expressed by the courts in the 1970's in essence saying that disabled persons should be educated or served in the best possible environment for each individual, and if an individual can function with less structure or restraint, he or she should have that opportunity. Led to the concept of mainstreaming.
- M Skills** — an activity requiring the ability to direct the voluntary muscles of the body.
- Multiple Handicapped** — refers to more than one handicap i.e., T.M.R. learners often have speech impediments.

TERMS

- Perceptual-Motor** — refers to the interaction of aspects of perception with motor activity.
- Pre Vocational/Exploratory Training** — that part of vocational education which gives the students an opportunity to become familiar with trades and occupations through short term activities. This is especially beneficial for handicapped because many have not had opportunities to make occupational selections.
" aids in developing an I.E.P.
- Service Delivery System** — range of types of services offered in special education from "mainstreaming" to partial placements in regular classes.
- Survival Skills** — learned and developed behavior patterns essential for job success, personal satisfaction.
- Tactile** — refers to the sense of touch.
- Tactile Discrimination** — ability to determine sameness or difference in objects using touch alone.
- Work Samples** — activities in a simulated work setting that make up parts of actual jobs. Phases' II & III design is a work sampling method.

INDIVIDUAL EDUCATION PROGRAM: TOTAL SERVICE PLAN

Child's Name John Elliott

School _____

Date of Program Entry _____

Prioritized Annual Goals (Terminal Behavior)

- 1.0 To increase sight vocabulary.
- 2.0 To increase skills in practical math application.
- 3.0 To achieve necessary entry skills in field of horticulture sub-speciality nursery worker.
- 4.0 To improve skills necessary in obtaining information about community job opportunities and benefits.
- 5.0 To expand knowledge base of community travel and geography of metro area.

**Summary Statement of
Present Levels of Educational Performance
(Strengths and Weaknesses)**

Strengths: (a) Excellent use of auditory channels for learning, (b) Demonstrates good eye-hand coordination, (c) Demonstrates specific interest and predisposition to growing plants, etc.

Weaknesses: (a) Sight and survival vocabulary, (b) Practical math application, (c) Knowledge of traveling within community, (d) Awareness of job opportunities in community.

Short Term Instructional Objectives	Specific Educational and/or Support Services	Person(s) Responsible	% of Time	Beginning and Ending Date	Review Date
1.1 Student will define 50 words commonly found on application forms with 95% accuracy.	Highly structured academic program geared to occupational English.	Special Education Teacher	45mins/day	Sept.13 - Nov.9	Nov. 11
2.1 Student will demonstrate skills necessary in interpretation and management of paycheck with 90% accuracy.	Highly structured academic program geared to occupational math.	Special Education Teacher	45mins/day	Sept.13 - Nov.9	Nov. 11
3.1 Student will demonstrate skills in utilization of tools and equipment used in beginning nursery operations with 100% accuracy.	Voc-Ed horticulture class with support from occupational English and math.	Voc-Ed Teacher Special Education Teacher	2 1/2 hrs/day	Sept.13 - Jan.10	Jan. 12
4.1 Student will demonstrate necessary skills in investigating job opportunities and benefits within community with 95% accuracy.	Highly structured academic program geared to occupational math and English.	Special Education Teacher	45mins/day	Sept.13 - Nov.9	Nov. 11

Description and % of Time
in Regular Classroom
45 mins/day

¹Developed by the Kentucky
State Department of Ed.

Committee Members Present: Principal - Mr. Tho
Parents - Mr. & Mrs. J. B. Elliott
Counselor - Mrs. Adams
EMH Teacher - Mrs. Holmes
Social Studies Teacher - Mr. Lee
Voc-Ed Teacher - Mr. Howard
Dates of Meeting September 6, 1976

47 Placement Decision
EMH Resource
Vocational Education

Individual Education Program: Individual Intervention Plan

(Complete one of these for each goal statement specified on Total Service Plan)

Child's Name John Elliott

School _____

Date of Program Entry _____

Projected Ending Date _____

Person(s) Completing Form Special Education Teacher (EMH)

Goal Statement: 3.0 To achieve necessary entry skills in field of horticulture sub-speciality nursery worker.

Short Term Instructional Objectives: 3.1 Student will demonstrate skills in utilization of tools and equipment used in beginning nursery operations with 100% accuracy.

Task Analysis of Objectives	Criteria for Mastery	Strategies and/or Techniques	Materials and/or Resources	Date Started	Date Ended	Comments
1. Student will recognize tools and equipment. . Identify basic hand tools . Identify 3 pieces of power equipment . Identify garden accessories . Identify power tools	100%	1. Teacher Demonstration of tools and equipment/EMH teacher assistance in naming tools. Student identification. Audiovisual for identification of various tools. Demonstration area - layout of tools with labels giving name of tool/assistance from EMH teacher.	Hand tools: spade, shovel (round point), shovel (square), spading fork, scuffle hoe, hand weeders, trowel Lawn mowers, rotary edger, power edgers, seed spreader, graders - tiller, sprayers, turf renovators	Sept. 13	Nov. 1	
2. Will demonstrate safe usage hand tools - materials and power tools. . Hand Tools, power tools, and power equipment used in a nursery setting.	100%	2. Group discussion and demonstration of safe usage of tools. Tours of work situations where tools are in use. Role play safe and unsafe work situations.	Nursery worker from local business.	Nov. 2	Dec. 13	

TOTAL SERVICE PLAN

Committee Recommendations for Specific Procedures/Techniques, Materials, Etc. (Include information about learning style.)

- . Highly structured program
- . Auditory presentation of material accompany visual presentation
- . Program should, when possible, include opportunity for "hands-on" tasks

Materials:

- "Orientation to the World of Word"
- "Grounds Keeper" - Vocational Training Curriculum
- "New Rochester Occupational Reading Series" - Forms in Your Future
- "Transportation"
- "Money Makes Sense"
- "Arithmetic Kit" - Continental Press
- "Social/Pre Vocational Scale" (Pre and Post done by teacher)

Established Objective Criteria and Evaluation Procedures for each Annual Goal Statement

- Obj. 1.1 To be evaluated by Special Education Teacher
- Obj. 2.1 To be evaluated by Special Education Teacher
- Obj. 3.1 To be evaluated by Vocational Education Teacher and Special Education Teacher
- Obj. 4.1 To be evaluated by Special Education Teacher
- Obj. 5.1 To be evaluated by Social Studies Teacher and Special Education Teacher

PUBLICATIONS

Related to Teaching the Special Needs Student

1. 94-142 and 504: Numbers that Add Up to Educational Rights for Handicapped Children: A Guide for Parents and Advocates. from: Children's Defense Fund of the Washington Research Project, Inc. 1520 New Hampshire Ave. N.W. Washington, D.C. 20036
 2. Your Rights as a Disabled Person (brochure) Consumer Information Center, Dept. 651F Pueblo, Colorado 81009
 3. Selected Federal Publications concerning the Handicapped. (61 page booklet of free and inexpensive govt. publications) (ohds) 79-22005 from: Office for Handicapped Individuals U. S. Department of Health, Education and Welfare Washington, D.C. 20201
 4. Common Sense from Closer Look (semi-annual newsletter) Parents Campaign for Handicapped Children and Youth Box 1492 Washington, D.C. 20013
 5. ACCESS (bimonthly HRS publication) (ask to be put on Access mailing list) Will Adler, ACCESS Editor 1323 Winewood Blvd. Tallahassee, FL 32301
 6. Due Process and the Exceptional Child: A guide for parents (35 pages of extremely good information.) \$1.00 Education Law Center, Inc. 2100 Lewis Tower Building 225 South 15th St. Philadelphia, Penna 19102
 7. Mental Retardation and the Law: A Report on Status of Current Court Cases Quarterly publication, free from: Presidents Committee on Mental Retardation U. S. Dept of Health, Education and Welfare Office of Human Development Services Washington, D.C. 20201 (DHEW publication # (OHDS) 79-21012
- (Also request to be put on PCMR mailing list to receive these free publications: "PCMR Communications Office Newsclipping Service" and "Programs for the Handicapped" (They are published about bi-monthly)

8. Summary of Activities
(published several times annually...free, but subscribers usually make contributions (one to five dollars) to help defray costs)
Mental Health Law Project
1220 19th Street, N.W. Suite 300
Washington, D.C. 20036
9. Washington Report
(bimonthly, free)
American Foundation for the Blind, Inc.
15 West 16th Street
New York, NY 10011
10. Word form Washington
(monthly, free)
United Cerebral Palsy Associations, Inc.
Chester Arthur Building, Suite 141
425 I Street, N.W.
Washington, D.C. 20001
11. A Pocket Guide to Federal Help
(tells handicapped people how & where to start to get help)
Free from: Office for Handicapped Individuals, DHEW
338D Hubert Humphrey Building
200 Independence Ave. S. W.
Washington, D.C. 20201

Appendix F - Program Guide Format

OFFICE MEMORANDUM

FLORIDA DEPARTMENT OF EDUCATION

Affirmative action/equal opportunity employer



Capitol

Room

Knott

Room

Room

Name of Building

To: Occupational Program Directors

Date: 12/16/80

Refer Questions To:

Name

From: W. R. Jeffries

O/B/S

Phone

Subject:

Program Guide Format

The attached revised format reflects the consensus of the OPD's in session on Monday, December 15.

All guides printed after December 15 will follow this format.

WRJ:jb

cc: Dr. Patsy R. Agee

PROGRAM GUIDE FORMAT

COMPONENTS

- . Cover
- . Title Page
- . Acknowledgments
- . Table of Contents

- . Introduction
- . Legal Authority
- . Program Planning Process
- . Program Structure
- . Program Development
- . Program Review and Evaluation
- . Program Advisory Committee

(All of the above topics will be the same narrative for all program guides.
See attached.)

- . Occupation Description - Major duties, licensure or certification
- . Student Admissions Criteria (if applicable)
- . Program or Course Standards Description
- . Program or Course Outline based on Competencies
- . Vocational Student Organizations
- . Teacher Certification
- . Facility Design Criteria (including space relationships)
- . Equipment List (suggested)
- . Instructional materials (Printed and A.V.)

- . Safety Regulations and Standards (if applicable)
- . Professional Organizations and Support Services

TYPING INSTRUCTIONS

Each Component Title will be centered on page in CAPS.

Use standard format for document typing.